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ABSTRACT

The module, part of a vocational teacher education curriculum unit, provides instruction in the establishment of criteria for student performance in vocational education programs. Establishing these overall criteria involves determining the points in time for performance assessment, the performance objectives to be achieved, and the level of performance required at each assessment. The module contains four learning experiences, each with objectives, activities, and outcomes stated in behavioral terms. A supplementary section includes two information sheets for establishing and charting criteria for student performance, a case situation for one of the learning experiences, checklists, and a critique form for establishing student performance criteria. (NJ)

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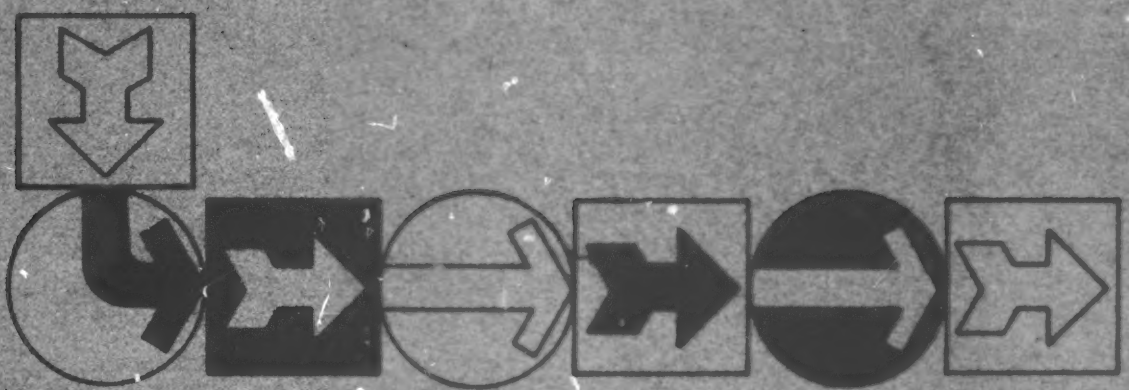

Professional Vocational Teacher Education Module

CE005 300

THE CENTER FOR VOCATIONAL AND TECHNICAL EDUCATION
THE OHIO STATE UNIVERSITY
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COLUMBUS, OHIO 43210

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ESTABLISH CRITERIA FOR STUDENT PERFORMANCE IN A VOCATIONAL EDUCATION PROGRAM

Module D-1

Cooperative Curricula Development Component

The Center for Vocational and Technical Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

(VT 102 080)

December 14, 1972

TABLE OF CONTENTS

	PAGE
Title Page	1
Introduction	2
Performance Objectives	4
References, Equipment and Materials Needed to Complete this Module	5
Learning Experience I	6
Learning Experience II	7
Learning Experience III	8
Learning Experience IV	9
SUPPLEMENTS	
Information Sheet I--Establishing Criteria for Student Performance	11
Checklist for Learning Experience II	15
Information Sheet II--Charting Criteria	16
Sample Chart for Establishing Criteria for Student Performance	19
Case Situation for Learning Experience III	20
Possible Student Performance Objectives for "Introduction to the World of Work"	23
Critique Form for Establishing Criteria for Student Performance	25

ESTABLISH CRITERIA FOR STUDENT PERFORMANCE IN A VOCATIONAL EDUCATION PROGRAM

Prerequisites: "Develop Vocational Education Program Offerings"

Directions:

1. Check to see that you have satisfactorily completed all prerequisites.

2. a. Read the Introduction on the following page.

   b. Study the Performance Objectives on p. 4.

   c. Read Learning Experience IV on p. 9.

3. If you decide to be assessed now, and complete Learning Experience IV successfully, proceed to the next module.

4. If you decide to be assessed now, and do not complete Learning Experience IV successfully, proceed with this module.

5. If you decide not to be assessed now, proceed with this module.

NOTE: Your resource person is available to help you while you are progressing through the module.

INTRODUCTION

Vocational education programs are designed to prepare persons to enter and progress in occupations. To assure that the student has attained the required competencies, the vocational teacher carefully plans his vocational program offerings, based in large part on occupational task analyses. This careful planning includes identifying general objectives for the program offering, as well as identifying and sequencing specific student performance objectives (instructional objectives) for the units and individual lessons that make up the program offerings.

Once the general objectives and specific student performance objectives have been identified, the teacher must develop a systematic plan for evaluation to guide him in periodic and final assessment of student performance. That is, the overall criteria for student performance in a vocational program must be established if evaluation is to achieve its purpose -- letting the students, teachers, and other school personnel know if students have reached required levels of occupational competency.

Establishing these overall criteria involves answering three basic questions concerning the identified student performance objectives:

1. What are the points in time at which I will assess performance?
2. What student performance objectives are to be achieved at each of these points?
3. What level of performance will I require at each of these points?

In answering these questions, the teacher considers school policy concerning student performance, the relevance of existing criteria to present needs, and the requirements of related program offerings within the school.

How the evaluation will take place depends on the type and number of performance objectives identified, and on the resources available to us to

accomplish these objectives. At this point, the teacher will determine what kinds of evaluation procedures are necessary to measure student achievement (written tests, laboratory skill charts, etc.). In later modules you will learn how to plan and develop specific evaluation devices and instruments to assess student cognitive, psychomotor, and affective performance, and how to determine student grades. In this module you will develop the basis for your evaluation of student achievement by learning how to establish criteria for student performance in a vocational education program.

PERFORMANCE OBJECTIVES

Terminal Objective: The ultimate objective this module is designed to help you reach is as follows:

In a real school situation, you will establish criteria for student performance in a vocational education program in your occupational area. Your competency will be assessed by your resource person, using the "Critique Form for Establishing Criteria for Student Performance," p. 25 in this module (Learning Experience IV).

Enabling Objectives: If you choose to take this module, the following objectives will aid you to meet the terminal objective (you may omit any of these in which you are already competent, with the approval of your resource person):

1. Identify the purposes for and the factors to be considered in establishing criteria for student performance (Learning Experience I).

2. Identify and explain the factors you would consider in establishing criteria for student performance in a given situation (Learning Experience II).

3. Establish criteria for student performance in a vocational program in a given situation (Learning Experience III).

REFERENCES, EQUIPMENT AND MATERIALS NEEDED TO COMPLETE THIS MODULE

There are no outside resources necessary to complete this module.

LEARNING EXPERIENCE I

OBJECTIVE

The objective of this learning experience is:

Upon completion of the required reading, you will identify the purposes for, and the factors to be considered in, establishing criteria for student performance in a vocational program. Your performance will be assessed using the procedure detailed below in the evaluation section.

READ — Read Information Sheet I on pp. 11-14.

IDENTIFY — As you read, identify the purposes for, and the factors to be considered in, establishing criteria for student performance in a vocational program. While reading, keep in mind how this information would apply to a program in your own occupational area.

SELF-EVALUATE — If you have any questions at this point, contact your resource person. If not, proceed to Learning Experience II.

LEARNING EXPERIENCE II

OBJECTIVE

The objective of this learning experience is:

Given a case study problem involving a vocational program in your occupational area, you will identify and explain the factors you would consider in establishing criteria for student performance. Your procedure will be assessed using the procedure detailed below in the evaluation section.

SELECT

Select a program offering from your own occupational area.

IDENTIFY AND EXPLAIN

Given the following situation, identify and explain the factors you would consider in establishing criteria for student performance for the program offering you selected:

Assume that you are a new vocational teacher in a senior high school. Your school is on a six-week grading schedule, and requires letter grades.

You will be teaching the first offering in a three-part sequence from your occupational area (e.g., you will be teaching Introductory Food Service Management, the first offering in a sequence preparing students to be food service supervisors).

From discussions with faculty members who have been teaching Parts II and III of the sequence, you have learned that a previous task analysis has identified 300 student performance objectives necessary for entry-level competency in the occupation. The faculty member teaching Part II of the sequence has complained that unless basic material is reviewed, students seem lost during the first few weeks of the program offering.

1. Explain in writing what factors you would consider if you were to establish criteria for student performance in this vocational offering.

2. Would you consider any factors not suggested by the case study situation? What would they be? Why would you consider them?

EVALUATE

Your performance will be assessed by your resource person using the "Checklist for Learning Experience II" on p. 15.

LEARNING EXPERIENCE III

OBJECTIVE

The objective of this learning experience is:

Given a set of student performance objectives, and all factors to be considered, you will establish criteria for student performance for a given vocational program. Your performance will be assessed using the procedure detailed below in the evaluation section.

STUDY

Study the sample chart for Establishing Criteria for Student Performance on p. 19.

READ

Read Information Sheet II on pp. 16-18.

and

Case Situation for Learning Experience III on pp. 20-22.

ESTABLISH

1. Using the case situation information on pp. 20-22, establish criteria for student performance in the vocational program. Include a chart indicating the points in time when performance will be assessed, what objectives are to be achieved at each of these points, and the types of evaluation procedures you will use.

2. Explain in writing the procedure you followed (what factors you considered, and why you needed to consider them), what other information (if any) you felt you could have used, and why this information would have helped you. Be brief!

EVALUATE

Your performance will be assessed by your resource person, using the "Critique Form for Establishing Criteria for Student Performance" on p. 25.

LEARNING EXPERIENCE IV*

OBJECTIVE

The objective of this learning experience is:

In a real school situation, you will establish criteria for student performance in a vocational education program in your occupational area. Your performance will be assessed using the procedure detailed below in the Assessment section.

DETERMINE

1. Determine the factors you will need to consider in establishing criteria for student performance in the vocational program you are teaching.

2. Establish criteria for student performance. Include a chart indicating the points in time when performance will be assessed, what objectives are to be achieved at each of these points, the level of performance you will require at each of these points, and the types of evaluation procedures you will use.

3. Explain in writing the process you went through in establishing criteria for student performance.

ASSESS

ASSESSMENT

Your total competency will be assessed by your resource person, using the "Critique Form for Establishing Criteria for Student Performance," p. 25 in this module.

Based on the standard contained in this assessment instrument, your resource person will decide whether you are ready to proceed to the next module.

* In order to receive credit for this module, you may complete this learning experience without completing the first three learning experiences.

SUPPLEMENTS

MODULE: ESTABLISH CRITERIA FOR STUDENT PERFORMANCE
IN A VOCATIONAL EDUCATION PROGRAM

#D-1

INFORMATION SHEET I

ESTABLISHING CRITERIA FOR STUDENT PERFORMANCE

Criteria are simply standards by which we judge how well a thing has been done. Each of our student performance objectives contains a criterion or standard of performance which tells us how well students must perform, and enables us to evaluate students' progress. In the module "Develop Vocational Education Program Offerings," we based our criteria for student performance of each entry-level task on the standards actually required in the occupation. Thus, if our task analysis has identified 55 performance objectives, each of which must be achieved to a certain level of performance, we are ready to establish criteria for student performance in our program offering.

Establishing these overall criteria for student performance provides the basis for periodic and final evaluation. That is, if we have determined that for each of the five units in our program offering, the minimum level of performance students must reach is the achievement of 10 performance objectives (50 of the 55 by the conclusion of the program offering), we have answered the three questions basic to establishing criteria for student performance:

1. What are the points in time at which I will assess performance? (e.g., at the end of each unit)
2. What student performance objectives are to be achieved at each of these points? (e.g., at least 10)
3. What level of performance will I require at each of these points? (e.g., to have met the minimum performance standards for each of the 10 objectives)

Of course, establishing criteria for student performance is not

simply a matter of selecting, on the basis of occupational requirements, a minimum number of certain student performance objectives; several other factors influence our answers to the above questions. School policy concerning student performance must be reviewed to insure that criteria are in line with school requirements. For example, most schools have fixed grading periods. Thus, we need to plan our offering, including periodic and final evaluation of student performance, within these constraints.

We will also be examining existing criteria in the light of present needs. New information about occupational requirements, data on the performance of former students in the program offering, and indications that students entering our class are already competent in an area we were planning to cover (or do not have the basic skills necessary to proceed as we planned), all may require that we adjust our criteria for student performance to present needs, and our subsequent evaluation of their performance. For example, if present criteria for student performance in our vocational program offering assume that students have a background in basic (general) math, but we discover that they lack this background, we will have to revise our expectations accordingly.

Involving students and other teachers in the establishment of criteria for student performance is one way to bring such needs to light. Cooperation with other vocational teachers is important if our criteria are to be compatible with the requirements of related program offerings within the school. We need to know what competencies other teachers expect students leaving our program offering to have, and how our offering fits into the total vocational program, if we are to establish reasonable criteria consistent with the situation in our school.

Since evaluation of student performance is the purpose of establishing criteria, we must also consider the general evaluation procedures we will use to assess student performance. For example, if we have determined that students

must achieve 10 student performance objectives for one unit in our program offering, we could decide to give a unit test over this material. If these objectives deal with skills students will be developing in a laboratory setting, other evaluation procedures might include laboratory skill tests and teacher observation of student performance. The evaluation procedures we use will depend on the kinds of learnings or activities called for in the student performance objectives, but also on the resources available to us to accomplish these objectives. For example, if one objective calls for on-the-spot observation of emergency room techniques in a hospital, but there is no hospital in our community, we cannot require the student to "describe emergency room techniques as they were followed on one day in an actual hospital." Our standards will have to be revised accordingly. In later modules, we will study these kinds of learnings or activities, the specific evaluation devices or instruments to assess their achievement, and how to determine students' grades.

To summarize, the purposes for establishing criteria for student performance are:

1. To assure that students attain the required occupational competencies.
2. To provide the basis for periodic and final evaluation of the progress students are making toward the achievement of our objectives.

The factors to be considered in establishing criteria for student performance are:

1. The student performance objectives, identified through occupational analyses, which are to be accomplished.
2. The points in time at which performance will be assessed.
3. The student performance objectives which are to be achieved at each point.

4. The evaluation procedures to be used to assess performance.

5. The level of performance which will be required at each point.

6. School policy concerning student performance.

7. Adjustment of existing criteria to present needs.

8. Requirements of related program offerings within the school.

9. Input from students and other vocational teachers.

CHECKLIST FOR LEARNING EXPERIENCE II

Directions: Indicate by a check mark whether the student accomplished the following items.

	YES	NO
Part A -- Did the student discuss the following factors:		
1. The student performance objectives to be accomplished?		
2. The points in time at which performance would be assessed?		
3. The student performance objectives to be achieved at each point?		
4. The evaluation procedures which would be used to assess performance?		
5. The level of performance which would be required at each point?		
6. School policy concerning student performance?		
7. Adjustment of existing criteria to present needs?		
8. Requirements of related program offerings?		
9. Input from students and other vocational teachers?		
Part B -- In his discussion:		
10. Did the student indicate an ability to apply what he has read, and not simply to copy a list of answers?		

LEVEL OF PERFORMANCE: Acceptable level of performance will be a "yes" answer to at least 8 of the questions in Part A, and a "yes" answer to Part B, question 10. If the student received more than one "no" answer in Part A, or a "no" answer to Part B, he should determine with his resource person what concepts need to be reviewed, before proceeding to Learning Experience III.

INFORMATION SHEET II--LEARNING EXPERIENCE III

CHARTING CRITERIA

When a teacher is faced with the task of establishing criteria for student performance in a vocational program offering, recording the essential information on a chart can provide a useful overview of his plans for periodic and final evaluation of student performance.

Looking at the chart on p. 19, we can see that the teacher has obtained or written 60 student performance objectives for his vocational program offering. At this point, he would have ordered these objectives in a logical, teachable sequence. The 60 objectives would have been derived, in most cases, from an occupational task analysis, and would reflect the entry-level competencies required in the occupation. The offering might formerly have covered fewer performance objectives, 45 perhaps, but new occupational information could have required that the teacher refine and add to the existing performance objectives.

Assume that the instructor is teaching an introductory program offering in radio and T.V. repair. The entry-level standards of the occupation require that by graduation, the student will be able to repair a radio or T.V. in a specified amount of time, without help. Thus, this introductory program offering might be designed to enable the student to make minor repairs, taking as long as he needs, with some help from the instructor. Looking at the chart, we see that the teacher has determined that achievement of 50 of the 60 student performance objectives would give the student this competency, and prepare him for the next program offering in the sequence. Discussions with the vocational teachers responsible for the later offerings in the sequence would have helped him determine this.

This introductory offering might previously have been covered in a semester's work. However, input from students and former teachers of the offering indicating that the work could not be adequately covered in one semester might have led the school administration to extend the offering to one year. If so, the teacher would have had to adjust the criteria for student performance formerly established for this offering.

Referring to the chart, we can see that the school requires reports every nine weeks on students' progress. The teacher has had to determine the logical points at which the objectives could be divided for purposes of periodic and final evaluation of student performance. The chart reveals that the minimum standard of performance the teacher will require is that the students will have met the minimum performance criteria for (mastered) each of 12 of 15 student performance objectives by the end of the first nine weeks, and so on. These minimum performance criteria simply state how well the student is expected to perform a particular activity. For example, if one of the first 12 student performance objectives states that "given a drawing of the operating components of a television set, the student will accurately identify 95% of them," the minimum performance criterion has been established. If the students meet the minimum criteria for 12 of the 15 objectives, they are ready to proceed to the next set of performance objectives.

Looking at the second half of the chart, we see that the teacher has determined the procedures he will use to assess student achievement of these objectives in each of the reporting periods. Based on the kinds of student performance objectives to be achieved, the teacher has planned the types of evaluation procedures he will use. The objectives for this introductory offering in radio and T.V. repair probably require of the student both general knowledge (written tests) and manipulative skills

(laboratory skill charts), and the teacher has planned his evaluation procedures accordingly. Since the teacher is apparently planning to evaluate the students' laboratory work with actual equipment, there is obviously enough equipment to allow all students an opportunity to work with it. If this were not so, the teacher would have had to revise his criteria for student performance accordingly.

The way this teacher charted his plans is only one example of how a teacher can outline his plans for periodic and final evaluation of student performance. In establishing your criteria for student performance, you may use any format which works best for you.

#D-1

Sample Chart for Establishing Criteria
for Student Performance

(Assuming 60 Student Performance Objectives for the Offering)

Reporting Periods	1st 9 Weeks	1st Semester	3rd 9 Weeks	
Minimum Standards of Performance	To have met minimum performance criteria for each of 12 of 15 student performance objectives	To have met minimum performance criteria for each of 25 of 30 student performance objectives	To have met minimum performance criteria for each of 37 to 45 student performance objectives	To hav formanc of 50 perfor
Types of evaluation procedures to be used to assess student performance	Unit Tests Laboratory Skill Charts Personal Development Charts Occupational Experience Program Reports	Unit Tests Laboratory Skill Charts Personal Development Charts Occupational Experience Program Reports	Unit Tests Laboratory Skill Charts Personal Development Charts Occupational Experience Program Reports	Unit T Labora Person Occupa Prog

During the first 9 weeks, one or more units might be covered. A typica
tion might consist of four student performance objectives, with achieve
mined by:

- Written Quizzes
- Oral Quiz
- Skill Projects
- Performance Evaluation
- Unit Test--including written items and skill performan

Sample Chart for Establishing Criteria
for Student Performance

(Assuming 60 Student Performance Objectives for the Offering)

st 9 Weeks	1st Semester	3rd 9 Weeks	Final Evaluation
ave met mini- performance eria for each 2 of 15 stu- performance ctives	To have met minimum performance criteria for each of 25 of 30 student performance objectives	To have met minimum performance criteria for each of 37 to 45 student performance objectives	To have met minimum performance criteria for each of 50 of the 60 student performance objectives
Tests oratory Skill arts onal Devel- ment Charts pational Ex- rience Pro- ram Reports	Unit Tests Laboratory Skill Charts Personal Development Charts Occupational Experience Program Reports	Unit Tests Laboratory Skill Charts Personal Development Charts Occupational Experience Program Reports	Unit Tests Laboratory Skill Charts Personal Development Charts Occupational Experience Program Reports

g the first 9 weeks, one or more units might be covered. A typical unit of instruc-
might consist of four student performance objectives, with achievement to be deter-
l by:

- Written Quizzes
- Oral Quiz
- Skill Projects
- Performance Evaluation
- Unit Test--including written items and skill performance

23

CASE SITUATION FOR LEARNING EXPERIENCE III

Directions: Use the following information as a basis for establishing criteria for student performance in a vocational education program entitled "Introduction to the World of Work." As in Learning Experience II, the case situation may not be complete; that is, it may leave gaps as far as information you feel you would need as a teacher is concerned. Assume, however, that this is all the information that is available to you and, based on this information, establish criteria for your students' performance in the program. Then, as in Learning Experience II, briefly explain in writing the procedure you followed (what factors you considered, and why you needed to consider them), what other information (if any) you felt you could have used in establishing criteria for student performance, and why this information would have helped you.

As a new teacher at Metropolis High School, you have obtained the following information from a planning meeting with the other teachers in your area, from the school policy handbook, and from your own observations.

You have been assigned to teach a general introductory program offering for students in all service areas. The students then take offerings in their own area of interest which teach them specific knowledge and skills. On-the-job work experience is incorporated into these offerings.

The teachers of these specific offerings have indicated that they rely on your course to prepare their students in general world-of-work skills, eliminating the need for them to teach students about good job habits, how to apply for and get a job, and other such skills and concepts. These advanced offering teachers feel that one or two class periods just prior to the students' on-the-job experience is all they should have to spend reviewing general world-of-work concepts and skills.

Formerly, this offering covered a full school year. Students took many field trips, and had ample time for individual resource visits in the community. The faculty and administration have decided, however, that one semester should be sufficient to prepare students in basic world of work skills and concepts. The teacher whose place you are taking left no information as to what was taught in the offering in previous years, and traditionally no textbook is used for this offering.

One teacher gave you the names of three employers who have expressed a willingness to serve as resource persons for your class. They are especially interested in helping when interviewing for a job and the need for good work habits are discussed in your class. The local employment service is willing to help the school as needed, but in the past teachers have not used its help.

The general advisory committee has stated that several parents have complained that their children seemed to lack understanding of the importance of good grooming and dress in getting a job. The advisory committee therefore suggests that your offering include more emphasis on dress and grooming.

Follow-up studies show that students feel inadequately prepared to fill out job applications and interview for a job. Employers who provide on-the-job training for students have consistently rated students high in their work habits but low in their performance in interviewing for the job.

School policy requires that every teacher submit student performance objectives for each offering three weeks after school begins. All courses are offered on a semester or term basis, with mid- and end-of-term grading periods (every 9 weeks). Letter grades are required. Classes are all 50 minutes, although on assembly or pep rally days (generally once a month) classes are shortened. Field trips are encouraged; in fact, school policy requires that offerings dealing with occupational preparation include in their

student performance objectives some on-the-spot observation or experience.

After learning that you would be teaching an introductory offering on the world of work, you wrote the following possible student performance objectives for your offering, and ordered them in a logical, teachable sequence (pp. 23-24).

POSSIBLE STUDENT PERFORMANCE OBJECTIVES
FOR "INTRODUCTION TO THE WORLD OF WORK"*

1. After collecting the necessary information, the student will compile his own current and accurate résumé including his experiences, interests, aptitudes and qualifications, to the satisfaction of his teacher.
2. Having contacted three places of employment in an occupational area which interests him, the student will collect the necessary information and write the procedure one must follow in applying for a position with these agencies.
3. Given a sample job application form, the student will fill out the form completely, accurately and neatly as judged by the teacher and a representative of the business and/or employment community.
4. Given the opportunity to visit a personnel office and observe actual job applicants, the student will describe what skills were being used by the applicants in the employment interviews.
5. After classroom instruction, the student will describe acceptable behavior when interviewing for a job.
6. For a mock job interview, the student will dress and groom himself appropriately, based on standards developed by a peer, the teacher, and a representative of the business and/or industrial community.
7. In a mock job interview situation, the student will conduct himself with poise (including manners and posture), as evaluated by a panel of his peers.
8. In a mock job interview situation, the student will apply for a specific job, delivering personal data in response to questions over the telephone, participating in a face-to-face interview, and completing a job application form.

*Specific levels of performance would be added to fit local conditions, needs.

9. The student will compose a well-written interview follow up letter accepting or refusing the position under consideration in the mock interview.

10. Given a set of school rules pertaining to student behavior, responsibilities, and habits, the student will be able to explain how these rules parallel contemporary job requirements.

11. After an interview with an employer in a particular occupation, the student will describe the personal traits, attitudes and habits required for job success in that occupation.

12. After selecting an occupation of interest to him, the student will interview two workers engaged in the occupation to identify the job habits necessary for success in that occupation.

CRITIQUE FORM FOR ESTABLISHING CRITERIA
FOR STUDENT PERFORMANCE

Directions: Use this form to evaluate the students' performance in terms of each of the items below.

	NO	YES	POOR	AVERAGE	GOOD
1. Criteria for student performance were based on student performance objectives.					
2. Criteria for student performance were consistent with school policy concerning student performance.					
3. Criteria were provided for assessment at the points in time corresponding to reporting periods for the school.					
4. Input from vocational faculty and students was considered in establishing criteria.					
5. Criteria for final evaluation were in terms of the students' readiness to enter the occupation or to enter more advanced preparation courses.					
6. The evaluation procedures to be used to assess performance were specified in such a way that the teacher would be able to evaluate students' performance in the offering.					
7. The student's explanation of the procedure he followed and the other information he could have used indicated his understanding of the process of establishing criteria for student performance.					

LEVEL OF PERFORMANCE: Acceptable level of performance will be a "yes" answer and a rating of at least "average" for each item. If you received any "no" answers or ratings of "poor," review the readings, revise your work, and have it rated again.